

SOL Instruction Tracking Form

U.S. History to 1877

Place the SOL Instruction Tracking Form after the VGLA Collection of Evidence (COE) Coversheet. Use the SOL Instruction Tracking Form to track the evidence collected for submission.

USI.4 The student will demonstrate knowledge of European exploration in North America and West Africa by	
a)	describing the motivations, obstacles, and accomplishments of the
	Spanish,
	French,
	Portuguese, and
	English explorations;
b)	describing cultural interactions between Europeans and American Indians (First Americans) that led to
	cooperation and
	conflict.
USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by	
a)	describing the
	religious
	events that led to the colonization of America and
	conditions that led to the colonization of America;
	economic
	events that led to the colonization of America and
	conditions that led to the colonization of America;
c)	describing colonial life in America from the perspectives of
	large landowners,
	farmers,
	artisans,
	women,
	indentured servants, and
	slaves;
d)	identifying the
	political relationships between the colonies and England and
	economic relationships between the colonies and England.
USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by	
a)	identifying the issues of dissatisfaction that led to the American Revolution;
c)	describing key events and the roles of key individuals in the American Revolution, with emphasis on
	George Washington,
	Benjamin Franklin,
	Thomas Jefferson,
	Patrick Henry, and
	Thomas Paine;
d)	explaining reasons why the colonies were able to defeat Britain.

USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by		
d)		describing the major accomplishments of the first five presidents of the United States.
USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by		
a)		describing territorial expansion and how it affected the political map of the United States, with emphasis on the
		Louisiana Purchase,
		Lewis and Clark expedition, and
		acquisitions of
		Florida,
		Texas,
d)		Oregon, and
		California;
		identifying the main ideas of the
		abolitionist movement and
USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by		
a)		describing the
		cultural issues that divided the nation,
		economic issues that divided the nation, and
		constitutional issues that divided the nation;
b)		explaining how the issues of
		states' rights sectional tensions and
		slavery increased sectional tensions;
d)		describing the roles of the following people in events leading to and during the war:
		Abraham Lincoln,
		Jefferson Davis,
		Ulysses S. Grant,
		Robert E. Lee,
		Thomas "Stonewall" Jackson, and
f)		Frederick Douglass;
		describing the effects of war from the perspectives of
		Union and Confederate soldiers (including black soldiers),
		women, and
USI.10 The student will demonstrate knowledge of the effects of Reconstruction on American life by		
b)		describing the impact of Reconstruction policies on the South.
USI.2 The student will use maps, globes, photographs, pictures, and tables to		
a)		locate the seven continents;
b)		locate and describe the location of the geographic regions of North America:
		Coastal Plain,
		Appalachian Mountains,
		Canadian Shield,
		Interior Lowlands,
		Great Plains,
b)		Rocky Mountains,

		Basin and Range, and
		Coastal Range;
c)		locate and identify the water features important to the early history of the United States:
		Great Lakes,
		Mississippi River,
		Missouri River,
		Ohio River,
		Columbia River,
		Colorado River,
		Rio Grande,
		Atlantic Ocean,
		Pacific Ocean, and
		Gulf of Mexico.
USI.3 The student will demonstrate knowledge of how early cultures developed in North America by		
a)		locating where the American Indians (First Americans) settled, with emphasis on
		Arctic (Inuit),
		Northwest (Kwakiutl),
		Plains (Sioux),
		Southwest (Pueblo), and
		Eastern Woodland (Iroquois);
b)		describing how the American Indians (First Americans) used their environment to obtain
		food,
		clothing, and
		shelter.
USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by		
b)		comparing and contrasting life in the
		New England,
		Mid-Atlantic, and
		Southern colonies, with
		emphasis on how people interacted with their environment.
USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by		
c)		identifying on a map the states that
		seceded from the Union and
		those that remained in the Union;
e)		using maps to explain critical developments in the war, including major battles.
USI.4 The student will demonstrate knowledge of European exploration in North America and West Africa by		
c)		identifying the location of West African societies
		Ghana,
		Mali,
		Songhai and
		describing the characteristics of West African societies
		Ghana,
		Mali,
		Songhai and
		describing their interactions with traders.

USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by		
b)		identifying how political ideas
		shaped the revolutionary movement in America and
		led to the Declaration of Independence, with emphasis on the ideas of John Locke.
USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by		
a)		identifying the weaknesses of the government established by the Articles of Confederation;
b)		identifying the basic principles of the new government established by the
		Constitution of the United States and
		Bill of Rights;
c)		identifying the conflicts that resulted in the emergence of two political parties.
USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by		
b)		identifying the geographic and economic factors that influenced the westward movement of settlers;
c)		describing the impact of inventions, including the
		cotton gin on life in America,
		reaper on life in America,
		steamboat on life in America, and
		steam locomotive on life in America.
USI.10 The student will demonstrate knowledge of the effects of Reconstruction on American life by		
a)		identifying the provisions of the 13th, 14th, and 15th Amendments to the Constitution of the United States and their impact on the expansion of freedom in America.

Submit Quarterly to the building level administrator/designee for review:

Date Submitted/Initials	Date Submitted/Initials	Date Submitted/Initials	Date Submitted/Initials